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ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yielded 36 documents which cover different and creative approaches in counseling that go beyond traditional methods and take the counselor outside the confines of his or her office. (SD)

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ED 082116

# searchlight

*Relevant Resources in High Interest Areas*

**15U** UPDATE SEARCH

Compiled by Ronald R. Kopita

September, 1973

Covers different and creative approaches in counseling that go beyond traditional methods and take the counselor outside the confines of his or her office. (36 document abstracts retrieved)

$1.00

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CG 400 097

## Outreach Counseling

# Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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# ERIC Documents

ED 011 676 CG 000 107
PROJECT 13--OUTREACH COUNSELING, MINNEAPOLIS PUBLIC SCHOOLS. PROGRESS REPORT.
BY- CUMMING, JOHN F. AND OTHERS
MINNEAPOLIS PUBLIC SCHOOLS, MINN.
PUB DATE JUN 66
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *DEPRESSED AREAS (GEOGRAPHIC), *DROPOUTS, *FOLLOWUP STUDIES, *POST HIGH SCHOOL GUIDANCE, *VOCATIONAL COUNSELING, COMMUNITY RESOURCES, COUNSELING PROGRAMS, DIFFERENTIAL APTITUDE TEST, MINNEAPOLIS, PROJECT 13, YOUTH DEVELOPMENT PROJECT, YOUTH PROGRAMS,

A 1ST-YEAR EVALUATION OF OUTREACH COUNSELING IN FOUR POVERTY AREAS OF MINNEAPOLIS IS PRESENTED. ONE COUNSELOR AND ONE CLERK WERE PLACED IN EACH OF THREE SCHOOLS TO WORK WITH GRADUATES AND DROPOUTS OF THE CLASS OF 1965 AND WITH COMMUNITY MEMBERS OR INSTITUTIONS SEEKING HELP. THE COUNSELOR'S ACTIVITIES INCLUDED CONTACTS WITH THE INDIVIDUAL STUDENTS WHO HAD LEFT SCHOOL, PARENTS, BUSINESS REPRESENTATIVES, SOCIAL AGENCY REPRESENTATIVES, AND EDUCATIONAL INSTITUTIONS. A DETAILED FOLLOWUP STUDY WAS CONDUCTED. RESULTS OF THIS STUDY SHOWED THAT DIFFERENCES BETWEEN THE HIGH SCHOOL GRADUATES AND THE DROPOUTS WERE SIGNIFICANT AT THE .001 LEVEL ON A CHI-SQUARE TEST IN SUCH AREAS AS PRESENT WORK, SCHOOL ATTENDANCE, FATHER'S OCCUPATION, AND FAMILY STATUS. A COMPARISON OF DIFFERENTIAL APTITUDE TESTS SHOWED THE GRADUATES WITH HIGHER MEAN RAW SCORES AND HIGHER AVERAGE MARKS IN THE NINTH GRADE. OTHER AREAS COMPARED WERE VOCATIONAL AND EDUCATIONAL PLANS AND PARTICIPATION IN SCHOOL ACTIVITIES OF THE GRADUATES AND DROPOUTS. THE REPORT SUGGESTS AREAS OF FUTURE WORK FOR THE OUTREACH COUNSELORS AND USES OF DATA COLLECTED IN THE FOLLOWUP STUDY. (NS)

ED 011 681 CG 000 121
RESEARCH--FAMILY GROUP CONSULTATION AND THE SCHOOL COUNSELOR.
BY- ZWETSCHKE, EARL T.
OREGON STATE SYSTEM OF HIGHER EDUCATION, PORTLAND
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *COUNSELING PROGRAMS, *FAMILY COUNSELING, *GROUP COUNSELING, *PROGRAM EVALUATION, *SELF CONCEPT, COUNSELING GROUPS, INDEX OF PERSONAL ADJUSTMENT, PORTLAND, Q SORT, RESEARCH PROJECTS,

A Q-SORT WAS USED TO MEASURE ATTITUDINAL CHANGE BROUGHT ABOUT BY FAMILY GROUP CONSULTATION. NINE FAMILY MEMBERS OF THREE FAMILIES WERE GIVEN THE Q-SORT AT THE BEGINNING OF COUNSELING AND AGAIN 8 WEEKS LATER. THESE TWO SORTS ASKED THE FAMILY GROUP MEMBERS TO RATE THEIR IDEAL SELF AND THEIR PERCEIVED SELF. THESE RATINGS WERE CORRELATED WITH AN INDEX OF PERSONAL ADJUSTMENT, A SORT WHICH SHOWED HIGH INTER-RATER CORRELATIONS FOR THE STAFF COUNSELORS. THE DATA SHOWED THAT THE Q-SORT IS A FAIRLY RELIABLE MEASURE OF INDIVIDUAL PROGRESS IN COUNSELING AND SERVES AS AN EVALUATION OF THE COUNSELING PROGRAM. THROUGH EXAMPLES OF THE MEMBERS OF ONE FAMILY, IT WAS SHOWN HOW THE SORTS COULD BE CORRELATED. EVALUATION OF INDIVIDUAL COUNSELING GOALS IS ONE AREA OF FAMILY GROUP CONSULTATION REMAINING TO BE EXPLORED. THE EFFECTS OF THE METHOD ON "ACTING-OUT" TEENS AND YOUNGER CHILDREN, ON FAMILIES OF DIFFERENT SOCIOCULTURAL LEVELS, AND ON FAMILY MEMBERS WHO ARE PRIMARILY OBSERVERS IN THE GROUP NEEDS TO BE EVALUATED. (NS)

ED 017 253 JC 680 030
EXPERIMENTAL SUMMER PROGRAM FOR HIGH SCHOOL SENIORS AND FACULTY.
CITY COLL. OF SAN FRANCISCO, CALIF.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS *COLLEGE HIGH SCHOOL COOPERATION, *COUNSELOR TRAINING, *JUNIOR COLLEGES, *OCCUPATIONAL CHOICE, *VOCATIONAL COUNSELING, CALIFORNIA, COUNSELING PROGRAMS, HEBREW TECHNICAL INSTITUTE, HIGH SCHOOL STUDENTS, INSERVICE EDUCATION, MIRANDA LUX FOUNDATION, PRIVATE FINANCIAL SUPPORT, SAN FRANCISCO, TECHNICAL EDUCATION,

IN 1967, WITH ASSISTANCE FROM TWO FOUNDATIONS, THE CITY COLLEGE OF SAN FRANCISCO ESTABLISHED A 2-PART EXPERIMENTAL SUMMER PROGRAM IN WHICH HIGH SCHOOL SENIORS TOOK EXPLORATORY ORIENTATION COURSES IN THE COLLEGE'S TECHNICAL PROGRAMS, AND HIGH SCHOOL TEACHERS, COUNSELORS, AND ADMINISTRATORS PARTICIPATED IN A GUIDANCE WORKSHOP WHICH ALSO INVOLVED THE HIGH SCHOOL STUDENTS. IN ADDITION TO LEARNING ABOUT THE REQUIREMENTS OF AN OCCUPATION, THE EDUCATION AND TRAINING NEEDED FOR ENTRY, EMPLOYMENT OPPORTUNITIES, WORKING CONDITIONS, AND SALARIES, THE STUDENTS HAD OPPORTUNITIES FOR SELF APPRAISAL AND COUNSELING, THUS ACQUIRING A BASIS FOR MAKING VALID CAREER DECISIONS. THE COUNSELORS' WORKSHOP WAS INTENDED TO HELP PARTICIPANTS TO GROW IN COUNSELING SKILLS AND TO INCREASE THEIR UNDERSTANDING OF THE RANGE AND DEPTH OF THE COLLEGE'S OCCUPATIONAL PROGRAMS. COUNSELORS VISITED THE ORIENTATION CLASSES, WORKED WITH THE HIGH SCHOOL STUDENTS UNDER SUPERVISION OF THE COLLEGE COUNSELORS ASSIGNED TO THE PROJECT, WENT ON FIELD TRIPS TO OBSERVE WORKERS AND LEARN ABOUT TECHNICAL OCCUPATIONS, AND PARTICIPATED IN SEMINARS. BOTH STUDENTS AND FACULTY REACTED FAVORABLY TO THE PROGRAM. (WO)

ED 026 663 CG 003 159
Closed-Circuit Television--A Tool for Guidance.
Wilmington Public Schools, Del.
Pub Date [68]
Note—18p.
EDRS Price MF-$0.25 HC-$0.80
Descriptors—*Closed Circuit Television, *Counseling Programs, Counselor Functions, *Educational Television, Group Tests, *Guidance Facilities, Guidance Services, Occupational Guidance, School Orientation, *Secondary School Counselors

Educational television (ETV) has been explored fairly widely as a tool in supplementary or large scale curriculum presentation, but relatively little work has been done using it as a guidance tool. This paper presents Delaware's Alfred I. duPont School District's program using the district and state closed-circuit television network. The major contribution television can make to the counselor's efforts is to instruct and monitor the large-group testing and information giving functions. This frees the counselor for more individual and personal contacts. This district has found it very successful in pre-college, high school, and junior high orientation programs. Intercom systems allow two-way communication. Several scripts are described briefly, and an evaluation study discussed. High-school vocational guidance use of the Delaware ETV series "It's about Work" is presented in some detail. (BP)

**ED 030 914** CG 004 084

*Winter, William D*

**Outreach Programs: The Changing Relationships Between Counseling and Campus.**

San Jose State Coll., Calif.

Pub Date [68]

Note—8p.

**EDRS Price MF-$0.25 HC-$0.50**

Descriptors—College Environment, Colleges, *College Students, *Counseling Centers, *Counseling Programs, Educational Therapy, *Innovation, *Interdisciplinary Approach, Student Participation, Student Personnel Work

This paper describes two innovative programs inaugurated by the counseling center at San Jose State College in response to the increased general involvement of college students over the past several years. The first program was an educational experiment which sought to make freshman psychology courses more meaningful, as well as to increase student participation in the college environment. These aims were accomplished by involving volunteer freshmen participants in peer orientation and T-groups with upper class and graduate psychology students, and by organizing a core curriculum revolving around the psychology course. The second program, involving minority groups, grew out of student violence in 1967. The counseling center undertook to bring minority problems out into the open, and to encourage small group confrontations where participants of all races might explore their racial feelings. Counselor involvement has been heavy in the cause of the minority students, perhaps to the detriment of more scholarly activities, and it is too soon to establish the boundaries of ultimate counselor concern. However, it is felt that in these stressful times, there is more danger in inertia than in experimentation. (CJ)

**ED 031 743** CG 004 272

*Duncan, L. Wendell*

**Parent-Counselor Conferences Make A Difference.**

Saint Petersburg Junior Coll., Fla.

Pub Date 69

Note—17p.

**EDRS Price MF-$0.25 HC-$0.95**

Descriptors—*Counseling Programs, *Junior High Schools, *Parent Child Relationship, *Parent Conferences, Parent Counseling, *Parent Participation, Parents, Parent School Relationship

This study was designed to measure what effect the establishment of a parent-counselor relationship prior to the child's entrance into junior high school would have upon the child's adjustment to school and parent-child communication. Subjects were students and parents from Lealman Junior High School in St. Petersburg, Florida. Parents of the experimental group had a one-hour individual conference with the school counselor prior to the child's entrance into junior high school. A significant increase ($p<.001$) in additional parental contact with the school was noted along with a significant increase in student attendance ($p<.001$). This was accompanied by a decrease in drop-out rate ($p<.05$) and disciplinary referrals ($p<.001$). A trend was noted toward an increase in parent-child communication. An overall more effective use of school counselors and other school personnel was suggested. (Auth/SJ)

**ED 034 272** CG 004 754

*Rovin, Ronald And Others*

**A Marathon Counseling Session for Parents of Underachieving High School Students.**

Wheeling Public Schools, W. Va.

Pub Date 69

Note—11p.

**EDRS Price MF-$0.25 HC-$0.65**

Descriptors—Anxiety, *Behavior Change, Counseling Programs, *Group Counseling, *Group Dynamics, *High School Students, Hostility, Parent Child Relationship, *Parent Counseling, Parents, Underachievers, Video Tape Recordings

Three couples, parents of underachieving high school students, and three counselors participated in a fifteen hour marathon counseling session. This session followed a year of weekly group counseling meetings of 1-1/2 hours duration. The marathon session was video-taped and the results were examined by the counselors. Six stages of group development were identified. (1) initial anxiety, (2) hostility directed towards counselors and others in the group, (3) commitment to a purpose, (4) return to surface level topics, (5) basic encounters and group catharsis, and (6) separation anxiety. The evaluation of the session by the participants indicated that the experience was an emotionally intense one for each of them, and some of the members reported behavioral pattern changes in themselves or their spouses. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author)

**ED 036 367** 95 RC 004 074

**Educational Talent Search. Annual Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Contract—OEC-4-7-205025-3964

Note—16p.

**EDRS Price MF-$0.25 HC-$0.90**

Descriptors—Career Planning, *Counseling Programs, Depressed Areas (Geographic), *Disadvantaged Youth, Dropouts, Economic Disadvantagement, *Educationally Disadvantaged, *Educational Opportunities, Federal Programs, Guidance, Poverty Programs, *Rural Areas, Vocational Counseling

The document presents a view of the program, "Educational Talent Search," operating in 20 counties in northwest Mississippi and in Wilcox County, Alabama. A description of the poverty conditions found to exist in these counties serves as a foundation for the remainder of the report. Talent scout training, talent scout efforts, and student field trips are discussed and evaluated. Case histories are presented reflecting the major work of the scouts: that of supplementing the school counselor by counseling with parents and students regarding vocational and educational training. It is reported that between June of 1967 and June of 1968, there were 6,633 instances in which the Educational Talent Search rendered services furthering its primary objective of redeeming the educational deficit of minority youth. During this time, some 506 youngsters were referred to colleges and universities for admission and financial aid. (DB)

**ED 036 819** CG 004 974

*Ryan, Charles W. Whitman, Russell A.*

**Video Aides in School Counseling--Some Practical Innovations.**

Maine Univ., Orono.

Pub Date [69]

Note—11p.

**EDRS Price MF-$0.25 HC-$0.65**

Descriptors—Closed Circuit Television, Counseling Effectiveness, Counseling Programs, *Counseling Services, Counselor Functions, *Guidance Programs, Guidance Services, *Innovation, *Televised Instruction, *Video Tape Recordings

This paper examines the potential of video tape and closed-circuit television as an addition to a counseling and guidance program. A review of literature in this area is given. The technical competence for operating the equipment is limited. Suggestions for the use of extra equipment (wide angle zoom lens) in special situations are given. Confidentiality must be considered when using video tape equipment. Suggestions for the use of video equipment are given. The counselor, as an information resource, provides data on tests, colleges and jobs. Standardized materials on these subjects could be stored on video tape thereby reducing time needed for this activity. A table of school applications of video tape potential users of video tape is given along with references. (EW)

**ED 036 601** CG 005 428

*Lynch, Ann Q. And Others*

**EDUCATION ON HUMAN SEXUALITY IN RESIDENCE HALLS: (1) The Need and Rationale for Education on Human Sexuality among College Students; (2) The Planning: Staff and Process; (3) Implementation of the Program in the Residence Halls; (4) Involvement as a Consultant; and (5) From the Speaker's Point of View.**

American Coll. Personnel Association.; Florida Univ., Gainesville.

Pub Date Mar 70

Note—44p.; Papers presented at the American College Personnel Association Convention, St. Louis, Missouri, March 16-18, 1970

**EDRS Price MF-$0.25 HC-$2.30**

Descriptors—*College Programs, *Counseling Programs, *Dormitories, Guidance Services, *Sex Education, Sexuality, *Student Problems

The planning and execution of a program on human sexuality was thoroughly described in these five speeches. Residence halls at the University of Florida were chosen as a setting for the program. The goals included: (1) involving students, counselors, consultants and student staff in a meaningful program; (2) presenting information by qualified resource people; (3) helping participants feel comfortable with the subject of sexuality; (4) personalizing the meaning of the information through small discussion groups; and (5) implementing the program to meet the varying needs of different student populations. The format of the program included: (1) circulation of a Human Sexuality Checklist designed to outline specific areas of interest; (2) a leadership conference involving 300 students; (3) followup programs in the individual residence halls; and (4) continuing evaluation of needs and interests of the students and staff. Results were discussed. (TL)

**ED 040 409** CG 005 366

*Schneider, Lawrence J. Boylin, E. Robert*

**Preliminary Experiences with the Companion Program -- The Student Helper. Development of the Companion Program.**

American Coll. Personnel Association., Southern Illinois Univ., Carbondale. Counseling and Testing Center.

Pub Date 16 Mar 70

Note—21p.; Papers presented at the annual meeting of American College Personnel Association, St. Louis, Missouri, March 16-18, 1970

Available from—Richard Raynard, Director, Companion Program, Counseling and Testing Center, Southern Illinois University, Carbondale, Illinois 62401 (No price is quoted)

**EDRS Price MF-$0.25 HC-$1.15**

Descriptors—*College Students, *Counseling Programs, *Counseling Services, Counselor Characteristics, Counselor Performance, Peer Relationship, Social Development, Social Integration, *Social Relations, Student Personnel Services, Student Personnel Work, Student Personnel Workers, Therapeutic Environment

The development, enactment, evaluation and implications of the Companion Program at Southern Illinois University is discussed. The limited effectiveness of the campus counseling service due to spatio-temporal boundaries and, consequently, the growing need for the use of supervised non-professionals to extend effectiveness gave rise to the development of this program. Companions (volunteer helpers) were recruited from a Psychology of Personality course. The two major commitments for participation in the group were: (1) to attend and participate in weekly training meetings; and (2) to maintain reasonable contact with the assigned friend. Testing of companions included: (1) the California Psychological Inventory; (2) Edwards' Personnel Schedule; and (3) the Mooney Problem Checklist. A descriptive picture of the companions was utilized to see what kind of student would volunteer and to match companions and friends (those receiving help). "The Good Friend Test", an outgrowth of this program, and a short information form were the only responsibilities of the friends. Evaluation and further implications for growth and research conclude the discussion. (TL)

**ED 040 423** CG 005 420

*Bogarth, J. D.*

**New Methods of Appropriate Training of Dormitory Counselors.**

Pub Date [69]

Note—9p.

**EDRS Price MF-$0.25 HC-$0.55**

Descriptors—College Programs, Counseling Effectiveness, Counseling Programs, Counselor Performance, *Counselors, *Counselor Training, Dormitories, Empathy, Microcounseling, *Resident Assistants, Student Personnel Services, *Student Personnel Work, *Student Personnel Workers

Three major interpersonal dimensions related to client outcome in counseling are discussed in terms of their effectiveness in dormitory counseling. These are: (1) empathy; (2) warmth; and (3) genuineness. All were considered validly measurable. A pilot training project, which focused only on empathy, is described. The results suggest a significant difference between pre- and post-scores in the levels of empathy for both an experimental and a control group. A followup project paired 66 college dorm counselors randomly to deal with specified problems common to their area and had them role play the different problems. They were grouped as follows: (1) those who received competent first-hand training focusing on empathy; (2) those who observed the training sessions via video tape; and (3) those who went through a project which included case review and discussion. No significant differences were found between the groups in improvement in empathy, warmth, or genuineness. In other words, the findings did not corroborate those of the first study. Reasons for this inconsistency are suggested. (TL)

**ED 042 180** CG 005 463

*Johnston, E. F. And Others*

**An Educational Development Services in a Community College.**

Mount Royal Coll., Calgary (Alberta).

Pub Date Mar 70

Note—32p.

**EDRS Price MF-$0.25 HC-$1.70**

Descriptors—*Community Colleges, Counseling, Counseling Programs, *Counseling Services, Demonstration Programs, Development, Developmental Guidance, *Developmental Programs, *Models, *Student Personnel Services, Students

The document describes an educational development service designed to replace the more traditional student counseling service of a community college. It is committed to the principles of service, education and research and the implementation of both preventive and remedial programs which optimize all educational and personal growth opportunities. Six procedural tenets are listed: (1) the service will attempt to assess and meet new needs of the community college, (2) all programs of the service should remain integrated to avoid departmentalization, (3) the service will try to maintain a small staff student ratio, (4) the service will be decentralized to operate throughout the campus, (5) the program will be concerned with all students and go to them for suggestions, and (6) the college strives for a staff which exemplifies faith, understanding and acceptance. Three basic functions of the program are discussed: (1) remedial and rehabilitative, (2) preventive and (3) educative and developmental. The remainder of the paper deals with the community college's entrance and placement program, its academic advising program, its learning assistance program and its counseling program. (MC/Author)

**ED 043 332** JC 700 235

*Gordon, Anthony T.*

**Evaluation of the Second Year of Operation of the Contra Costa Mobile Counseling Center.**

Contra Costa Coll., San Pablo, Calif.

Pub Date [70]

Note—26p.

**EDRS Price MF-$0.25 HC-$1.40**

Descriptors—Community Services, *Counseling Centers, *Counseling Services, *Junior Colleges, *Mobile Educational Services, *School Community Relationship, Special Services

Identifiers—*California

Second year operations of this mobile center have validated many of the assumptions on which it was founded (see ED 031 243), including a reduction in the communications gap between Contra Costa College and the community at large. While attempts to compare this year's results with last year's can be considered premature, some findings may be of interest. During the preceding 9-month period, over 700 hours of service were provided. This includes individual and small group counseling for 150 people. Of these 150, approximately 50 per cent had an annual family income of $4000 or less, and over half had left high school by the eleventh grade. Sixty-five per cent of the 150 were also either too young to work, or experienced employment difficulties due to a lack of education. Of these, 29 per cent were subsequently placed in college, 11 per cent in job training, and 30 per cent referred to other agencies for counseling or job placement. Of those not placed, many had come to the center only for information, and could not have been placed anyway. A questionnaire completed by 80 counselees indicated that 80 per cent came to the counseling center to receive college or career planning information, 93 per cent felt they were helped there, and 100 per cent would not only use the center again, but would also recommend that their friends use it. (JO)

**ED 044 219**

**North Carolina Migrant Education Program Evaluation Report, 1970.**

Learning Inst. of North Carolina, Durham.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Oct 70

Note—95p.

**EDRS Price MF-$0.50 HC-$4.85**

Descriptors—Annual Reports, Counseling Programs, Educational Needs, Institutes (Training Programs), Interagency Coordination, *Migrant Education, *Program Descriptions, *Program Evaluation, Special Services, *State Programs, *Supplementary Education, Vocational Education

Identifiers—*North Carolina

The second annual report on the effectiveness of North Carolina's migrant education program summarizes information compiled in 22 individual project reports. The information is based on attendance reports, application/authorization forms, on-site visitation reports, and state department questionnaires. Objectives of the state's migrant education program are (1) to provide a continuous educational program for migratory children; (2) to maintain and improve reading and other basic educational skills of migratory children; (3) to provide vocational and prevocational instruction for migratory youth; (4) to provide food, clothing, health, and other supporting services; and (5) to provide cultural enrichment activities. Funds are to be used for supplementary programs which are designed to meet the special educational needs of migratory children and for coordinating these programs and projects with similar programs and projects in other states. Six new programs and 4 exemplary projects are described. Recommendations are made for instructional programs, ancillary services, and state administration. (JH)

**ED 046 561** 88 RC 004 951

*Muro, James J.*

**Evaluation of a Comprehensive Guidance and Counseling Service for Rural Maine Communities.**

Maine School Union 69, Camden

Spons Agency—Division of Plans and Supplementary Centers, BESE

Report No—DPSC-67-3728

Pub Date 70

Grant—OEG-3-7-703728-4957

Note—29p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Community Agencies (Public), *Counseling Programs, *Counselor Evaluation, *Guidance Programs, Instructional Media, *Program Evaluation, *Rural Education, Tables (Data), Vocational Counseling

Identifiers—*Maine

An evaluative report of a single school guidance counselor's professional efforts as an itinerant rural school counselor in four rural Maine schools is presented. Findings are limited to the following areas: counseling, use of media, vocational guidance, community agencies, working with teachers, working with children, research, public relations, testing, and general evaluation of the itinerant counselor. Recommendations for each area are given. Survey results for 1967-70 describe the feelings of students, principals, and teachers as related to the "one-man" guidance program, which was funded under Title III of the Elementary and Secondary Education Act. (AL)

**ED 047 059** UD 011 238

**Final Report of the Evaluation of the Benjamin Franklin Urban League Street Academy, ESEA Title I 1969-1970.**

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date [Jul 70]

Note—42p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Counseling Programs, *Disadvantaged Youth, Dropout Prevention, Dropout Problems, *Dropout Programs, *Dropout Teaching, Educationally Disadvantaged, Federal Programs, *High School Students, Program Evaluation, Socially Disadvantaged, Tutoring, Vocational Education

Identifiers—Benjamin Franklin Street Academy, Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York, Urban League

The purpose of the Benjamin Franklin Urban League Street Academy Program is to help students stay in school, help dropouts to return to school, or help students enter the job market. The program was evaluated in three categories: East Side Cluster Service, summer enrichment, and educational programs. The major evaluation objectives were to determine whether participants in the education program continued their education and/or became successfully employed, and whether the participants exhibited self-confidence to achieve in educational settings. Methods of evaluation included information from interviews, school and employee records, and questionnaires. Over 78 percent of those who graduated from both phases of the Academy Program and 64 percent of those who left the Academy prior to graduation either continued their education and/or became successfully employed. The students tended to exhibit some hopelessness with regard to their futures, but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence. The report concludes that the educational phases of the Street Academy are in accord with goals at a level far above what one would expect. (Author/JW)

**ED 047 688**

*Ware, Claude  Gold, Ben K.*

**The Los Angeles City College Peer Counseling Program.**

American Association of Junior Colleges, Washington, D.C.; Los Angeles City Coll., Calif.

Spons Agency—American Association of Junior Colleges, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Feb 71

Note—86p.

Available from—Office of Publications, American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.50)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Counseling, *Counseling Programs, *Disadvantaged Youth, *Junior Colleges, *Peer Relationship, *Student Participation, Student Personnel Services, Student Personnel Workers

Identifiers—California

The Los Angeles City College Peer Counseling Project report is the second in the Urban Community College Project Series. The project was based on two assumptions: (1) peer counselors from the same ethnic and socio-economic background as the counselee can uniquely contribute to behavioral growth in meeting student needs; and (2) the result of such contributions could reduce the drop-out rate among minority students as well as relieve pressures on the professional counseling staff. The training program was evolved for and by students. Training consisted of 40 hours one week before the beginning of each semester, plus two hours a week in-service training for four semesters. The average caseload was 12-15 counselees per peer counselor. The program, ideally, was staffed by professionals from the psychology department but had the cooperation and support of the entire institution. Two program objectives were: familiarize the peer counselor with the factual information most needed by students; and enable the counselor to be confident of his ability to function at an affective level. Although there are several areas of difficulty for implementation of a peer counseling program, the evaluation of the Los Angeles project indicates peer counseling on teachnic and subjective grounds is very effective. It is hoped that the project will stimulate experimentation and replication by other colleges. (A)

**ED 053 227** UD 011 656

**The Garfield Educational Complex: An Innovative Idea. Summary of Three Years of Experiments in Curriculum Relevancy in East Los Angeles.**

Los Angeles Unified School District, Calif.

Pub Date 22 Apr 71

Note—44p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Bus Transportation, Community Involvement, Counseling Programs, *Cultural Awareness, *Cultural Pluralism, *Curriculum Research, Early Childhood Education, *Educational Innovation, *Mexican Americans, Reading Programs, Urban Areas

This is the descriptive and evaluative report of the Garfield Educational Complex, a cooperating group of schools serving a predominantly Mexican-American Area of East Los Angeles, California. The complex is federally funded and conducted a three-year experiment to develop a relevant bicultural and bilingual program. Program components included: (1) early childhood education; (2) individualized instruction; (3) transition to the world of work; (4) staff development; and, (5) school-community advisory groups. The general response and degree of dissemination indicated that the experiment was successful. (Author/DM)

**ED 054 412** AC 010 640

**Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Counselor Aides; Virginia State Module. Final Report Series.**

Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Sep 70

Grant—OEG-2-7-005077-5077(324)

Note—73p.; Subcontract AABEDC No. 6

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, *Adult Basic Education, *Counseling Programs, *Educational Improvement, Educational Interest, *Inservice Courses, *Nonprofessional Personnel

Identifiers—Virginia

The Counselor-Aide Program is implemented by para-professionals working cooperatively with a certified counselor, in an effort to raise the economic level of the adults in Carroll County, through an improvement in the educational level of achievement. The counselor aides feel that they have been reasonably successful in meeting the objectives as stated. Approximately 800 contacts have been made since September 1, 1969, including new contact and follow-ups. Several have returned to Adult Basic Education classes; others have expressed a desire to enroll when classes resume in the fall of 1970; and still others have since earned the high school equivalency certificate. Upon rating the duties and responsibilities of the counselor-aides, it was revealed that there was poor communication between the employment office and personnel managers in industry and the counselor aides, in an effort to secure names of prospective Adult Basic Education students. The tabulations found in this report portray the various areas covered in gaining an understanding of the program and students. Home visits and presentation of Adult Basic Education programs to civic groups produced the most interest and participation. Two main causes for withdrawal from classes were: (1) earned G.E.D. Certificate, (2) classes conflicted with shift-work schedule. (For related documents see AC 010 638 and 639.) (Author/DB)

**ED 056 290** AC 012 028

**The CUNY College Adapter Project. A Description and Consideration. Final Report.**

City Univ. of New York, N.Y. Office of Community Coll. Affairs.

Report No—PB-199-086

Pub Date Nov 70

Note—24p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-199 086, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—*College Preparation, Counseling Programs, *Disadvantaged Youth, *Manpower Development, *Post High School Guidance, *Work Study Programs

The project provided out-of-school Neighborhood Youth Corps enrollees and selected manpower trainees with a program of work and special enrichment services (i.e., remedial education, individual tutoring, personal counseling) as a means of qualifying them for college entrance and linking manpower development to the public college system of a major city. The college provided tuition and stipend support. The report includes a history of the project, descriptions of program components, staff structure and functioning, agency coordination, bibliographies, and a suggested model program. (Author)

**ED 058 572** CG 006 757

*Pigott, Katherine M.  Gilmore, John*

**Parent Counseling and Academic Achievement: Progress Report on the Initiation of a System-Wide Parental Consultation Program, Lexington Parent-Counseling Project. Follow-Up Study Procedure and Results.**

Boston Univ., Mass.; Diamond Junior High School, Lexington, Mass.

Pub Date 69

Note—52p.; Papers presented at American Personnel and Guidance Association convention, Las Vegas, Nev., March 30 - April 3, 1969

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Achievement, Counseling Effectiveness, Counseling Programs, *Family Environment, Grade Point Average, Inservice Education, *Parent Counseling, *Pupil Personnel Services, *Underachievers

Assuming that benefits would accrue to students if their counselors could work with the parents--because of the support and nurture received at home being so important to school achievement--counselors held weekly consultations with parents of underachievers in the Lexington, Massachusetts, Public Schools. Weekly in-service seminars were also conducted with the counseling staff to systematically train members in the use of parent counseling as a therapeutic tool. The students' levels and grades were weighted to allow comparison throughout elementary, junior high and high school. There was an overall improvement in grade point average, particularly at the junior high level. Most parents indicated that they were praising their children more and doing more things with and for them, and felt the children worked harder and were more independent. Current ego psychology is used to explain the results. The increase in trustworthiness, reassurance and reward, in the environment, allows the child's ego to function on a more effective level and hence he will grow and develop in the role that is expected of him, namely his schoolwork. Illustrative cases are cited, and the practice of parent counseling is encouraged. (KS)

**ED 060 163** UD 012 503

*Sarthory, Joseph A.*

**NYC Summer Pilot Project. Preliminary, Interim, and Final Reports.**

Kansas State Univ., Manhattan.

Pub Date 71

Note—310p.

**EDRS Price MF-$0.65 HC-$13.16**

Descriptors—Attendance Records, Compensatory Education Programs, Counseling Programs, *Dropout Prevention, *Economically Disadvantaged, Educational Opportunities, Employment Opportunities, Enrichment Programs, High School Students, Manpower Development, Program Evaluation, *Summer Programs, *Work Experience Programs

Identifiers—Kansas, *Neighborhood Youth Corps

The Neighborhood Youth Corp projects, a pilot program funded by the Department of Labor Manpower Development and Training Act, enrolled 81 economically disadvantaged high school students in a program involving summer employment, educational and social enrichment, and familiarization with the world of work. The primary purpose of the program was to prevent participants from dropping out of high school unprepared for future employment, by providing them with a meaningful secondary education program. The students spent the first two weeks of the summer of 1970 on the Kansas State University campus where, along with their teachers and supervisors, they went through a program of orientation and sensitivity training. Then they split into six teams to work at nonprofit institutions and for governmental agencies. Each team included two teachers and a college-age youth to assist. In regard to the dormitory phase, some staff were not ready to accept the enrollees, nor were the university dormitory staff or occupants, and the enrollees not ready to accept any of them. Lack of authority, administrative trivia, and unfamiliarity with an unstructured situation hindered the organization of the project. However, many goals were reached. A follow-up phase including individual and group counseling was initiated at the beginning of the following school year. [Due to the quality of the original, parts of this document will not be clearly legible on reproduction.] (JM)

**ED 064 634** CG 007 243

**Volunteers in College and Career Information (VICCI)!**

San Francisco Unified School District, Calif.

Pub Date Jun 71

Note—28p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Counseling, Counseling Effectiveness, Counseling Programs, Counseling Services, Counselor Selection, Counselor Training, *Educational Counseling, *Paraprofessional School Personnel, *Pupil Personnel Services, Pupil Personnel Workers, *Vocational Counseling, *Volunteers

The Volunteers in College and Career Information (VICCI) is an innovative attempt to improve guidance services within San Francisco High Schools. To insure that the volunteers receive proper training and supervision, the program was placed under the direction of a credentialed counselor or project director. Three major results have been demonstrated by the project: (1) that it is possible to train and use volunteers to provide a variety of pupil personnel services; (2) that the service is desired and used by students and staff and is a success in its first year of operation; and (3) that flexibility is necessary to operate and that this is what VICCI lacks in school district operation. It is intended that VICCI be primarily an informal, "drop-in" service to students. This consists of basic college and career information, special research or extra help in exceptional situations, and a readily available "listening ear." (Author/BW)

**ED 066 682** CG 007 366

*Buckingham, Lillian*

**Placement - A Real Service to Youth.**

Baltimore City Public Schools, Md.

Pub Date Mar 72

Note—8p.; Paper presented at the American Personnel and Guidance Association Convention, 25-30 March, 1972, Chicago, Illinois

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Career Planning, Counseling Programs, Guidance Functions, *Guidance Programs, Guidance Services, *Job Placement, *Occupational Guidance, *Placement, Pupil Personnel Services, *Student Placement

A description of the beginning, growth, and present status of the highly successful placement service of the Baltimore City Public Schools, an extension of guidance service, was given. A broad spectrum of activities of the placement service will range through earn-learn programs with special emphasis on the "general" student; the co-involvement of business and industry for workshops, Project GO, the successful cooperative arrangement with the Job Bank of the Maryland State Department of Employment Security and the Department of Social Services; the operation of employment centers in schools; and specialized job development in order to point out the interlock of the various education programs and implications for career education. The information gained concerning occupational opportunities, labor conditions, educational qualifications and worker characteristics are valuable in counseling youth, establishing stronger links between education and the employment world, and in revising curriculum to meet the needs of all youth. (Author)

**ED 067 427** UD 012 928

**Visions of Sugarplums.**

Leflore County School , Greenwood, Miss.

Pub Date [May 72]

Note—16p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Attendance Services, Compensatory Education Programs, Counseling Programs, Counseling Services, Elementary Schools, *Family School Relationship, Home Visits, *Migrant Child Education, Parent School Relationship, *Program Evaluation, Rural Education, School Holding Power

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Mississippi

To encourage children of migrant agricultural workers to remain in school and to persuade children who had never attended to begin, the Leflore County Schools in 1966 began a program of Visiting Teachers, funded under Title I, Elementary Secondary Education Act. At the close of the 1968 school year, a decision was reached to revamp the existing program into an Attendance Counseling Department. Working throughout the County as liaisons between school and the children's home, the Attendance Counselor's attempt to work out problems which may be preventing children from attending school. Leflore County Schools presently employ eight full time counselors and one full time director. Each counselor is located in a particular school within the county and serves as part of the staff of that school. As a member of that staff, the counselor receives referrals of children who are exhibiting symptoms of social or emotional difficulties which are interfering with their learning, their attendance, or their social adjustment. If a child misses two consecutive days, an attendance counselor visits the home and discusses with the parent the child's problem. During the last five years Average Daily Attendance has risen nearly six percent over that of the 1965-66 school year. This represents an average of 360 children attending school each day who otherwise would have stayed home. (Author/JM)

# Journal Articles

**EJ 008 830** 090 CG 500 656
**Revolution and Prophecy: Community Involvement for Counselors** Lipsman, Claire K., *Personnel Guidance J* v48 n2, pp97-100, Oct '69
*Counseling Theories, *Counseling Goals, *Models, *Local Issues, *Social Responsibility, Counseling Effectiveness, Counseling Programs, Community Problems, Community Involvement

**EJ 010 343** 090 CG 500 909
**Involving the Turned-On Generation Through Structured "Rapping"** Jaffe, Arthur; Reed, Alice, *Personnel Guidance J* v48 n4, pp311-315, Dec '69
*Counseling Programs, *Group Counseling, *Educational Experience, *Counseling Goals, *Student Teacher Relationship, Program Descriptions, Problem Solving, Counselor Role, Correctional Rehabilitation
Describes an unusual group counseling program, implemented in a city prison, in which teachers meet with students to discuss problems that exist between them. Includes descriptions of the session as viewed by the counselor and teacher, and evaluation by the students. (Author/CJ)

**EJ 012 994** 090 CG 501 041
**Outreach Programs in College Counseling** Morrill, Weston H.; Oetting, E. R., *J Coll Stud Personnel* v11 n1, pp50-52, Jan '70
*Counseling Programs, *Counseling Centers, *Student Personnel Programs, *School Surveys, Colleges, Counselor Role, Questionnaires, College Environment, Counseling Effectiveness
Growth of institutions, paucity of personnel, suggest need for counselors to engage in activities aimed at prevention of student difficulties. Results of survey of counseling center administrators (sixty percent response) indicate need for even more involvement to assist students in meeting pressures of the times. (CJ)

**EJ 040 053** 490 SP 500 906
**Home-School Counselor Assumes Important Role With Students, Parents** Gilbert, Freeda M., *Delta Kappa Gamma Bulletin*, v37 n3, pp50-52, Spr 71
*Family Influence, *Parent School Relationship, *Home Visits, *Counseling Programs

**EJ 042 285** 140 JC 500 274
**A Mobile Search for Students** Creamer, Don G.; Hamm, Robert D., *Junior College Journal*, v42 n1, pp26-27, Aug-Sep 71
*Junior Colleges, *Mobile Educational Services, *Counseling Centers, *School Community Relationship, *Disadvantaged Youth, Counseling Programs, Counseling, Special Services, Urban Areas, [*Texas]

**EJ 046 956** 090 CG 503 777
**The Comprehensive Family Counselor: An Innovative Approach to School Counseling** Donigian, Jeremiah; Giglio, Alice, *School Counselor*, v19 n2, pp97-101, Nov 71
*Counseling, *Counseling Goals, *Family Counseling, *Counselor Role, *Counselor Functions, Counseling Programs, Counselors, Counselor Training
The article concludes that the circumstances under which the family counselor finds himself functioning are such that he must be free to move about the district and community unencumbered by the traditional forms of administrative pressures and red tape. (Author)

**EJ 047 362** 250 SE 504 423
**Counseling Youth Whose Parents are Alcoholic: A Means to an End as well as an End in Itself** Weir, W. R., *Journal of Alcohol Education*, v16 n1, pp13-19, F '70
*Alcohol Education, *Changing Attitudes, *Counseling Programs, *Family Problems, *Student Adjustment, Attitudes, Parent Child Relationship, Secondary School Students

**EJ 055 576** 090 UD 501 510
**Psycho-Educational Services for Elementary Schools: A Preventive Systems Approach** Carroll, Jerome F. X.; And Others, *Journal of the National Medical Association*, v63 n6, pp450-454, Nov 71
*Counseling Programs, *School Psychologists, *Elementary Schools, *Psychoeducational Processes, *Systems Approach, Disadvantaged Youth, Parent Participation, Inner City, Prevention, [Philadelphia]
Describes a new mode of functioning for school psychologists and counselors based on an ecological, preventive model differing sharply from traditional counseling programs. It entails active reaching out or program initiation intended to enhance key systems which affect learning and emotional growth and development of children. RJ)

**EJ 058 612** 090 CG 504 527
**Walk-In Counseling Service** Dockus, Ken, *Personnel and Guidance Journal*, v50 n10, pp835-836, Jun 72
*Counseling Services, *Student Personnel Services, *Student Needs, Counseling Centers, Counseling Programs, College Students

# Doctoral Dissertations

Perri, Benito. THE USE OF TELEPHONE THERAPY AS A SHORT-TERM CRISIS-INTERVENTION COUNSELING TECHNIQUE IN A COMMUNITY MENTAL HEALTH CENTER. Michigan State University, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16,492)

The main purpose of the study was to investigate the therapeutic effectiveness and satisfaction of telephone therapy. The setting for the study was the Ingham Medical Comprehensive Community Mental Health Center in Lansing, Michigan. The Mental Health Center is located on the south side of the capitol city of Michigan and is a county and local facility aided by State and Federal funds. The sample consisted of 90 adult or older-adolescent subjects. All subjects were female, non-emergency outpatients who came to the mental health center for counseling. Ages ranged from 15 to 57 years, and subjects were randomly assigned to one of three treatments and one of five counselors, using a table of random permutations. The three experimental treatment groups were: (1) Face-to-face therapy, (2) Telephone therapy, and (3) Delayed therapy (control group). Treatment in the first two experimental treatments was defined as from one to four therapeutic contacts over a period of five weeks from the time of intake. The delayed therapy group had no treatment after the initial 15-minute intake procedure. The criterion measures were administered for telephone and face-to-face therapy groups after the five-week period. The delayed therapy group was measured at the end of the five-week period just before their first counseling session was to take place. Subjects were rated on a checklist by three people: (1) self, (2) counselor, and (3) significant others, and the check lists were personally administered to raters instead of being sent to them, which involved many home visits. The five counselors were all female, full-time mental health professionals. Three were clinical psychologists, one was a counseling psychologist, and one was a psychiatric social worker. The study was based on the Crisis-Intervention Theory of immediate, short-term therapy techniques. This theory states that invluence exerted by the therapist at a time when the patient is most susceptible to being influenced helps swing the client's unstable equilibrium toward an adaptive solution. Crisis intervention therapists believe that an adequate resolution to personal problems can come about in a short period of five to six weeks of therapy. Four principal measures were taken: (1) a KMP Adjustment Scale composed of 59 items was constructed. The scale had a Hoyt's reliability estimate of internal consistency of .94. All subjects were rated on this scale by three raters--self, counselor, and significant other; (2) A Six Personalized Item sub-scale was chosen by the client from the full KMP Adjustment Scale to provide a more personalized check list of adjustment problems; (3) A Satisfaction Scale composed of 4 items sought reaction to the counseling method used; and (4) An Individual Problem-Improvement check list was used in which the subjects rated themselves on their own specific problems. Each subject was asked to write down during the initial intake interview the three problems which were bothering her most at that moment in time. A fifth measure was a separate pre-test and post-test survey on counselors' opinions toward telephone therapy. The period of data collection lasted five and one-half months. Special phones and rooms were set aside for telephone therapy. Telephone subjects were asked to call in to the center for their appointments, and they paid the same fees as face-to-face therapy. Subjects never saw

their telephone therapist in person during the experimental period, and all subjects were regular center clients and not volunteers. A social worker did the intake for all subjects in the three treatment groups. The design was a repeated measure, post-test only design. Four hypotheses were tested, using the univariate analysis of variance technique, with Post Hoc comparisons employed when there was a significant difference. The principal conclusions of the study were: (1) Treatment Differences. No difference was found between treatments when measured either by the KMP Adjustment Scale or the Six Personalized Items Subscale. No adjustment differences were found between face-to-face, telephone, or delayed treatment control group when measured by these two scales. Treatment differences were significant on the Individual Problem Improvement Scale. Subjects receiving either face-to-face therapy or telephone therapy were more improved on their individual problems than the delayed therapy control group. Significant client improvement was found with the clients who received therapy in contrast to the no-therapy control group; (2) Satisfaction Differences. No satisfaction difference was found between face-to-face therapy or telephone therapy treatments as measured by the Satisfaction Scale. Rater differences on the Satisfaction Scale were found. Clients were more satisfied with face-to-face or telephone therapy than were the counselors or the combination of counselor and significant other. Subjects were the most satisfied with therapy, the counselors least satisfied, and the significant others were in between; (3) Rater Differences. A repeated measure difference was found between the ratings of self, counselor, or other. Counselors rated subjects as more adjusted, the clients saw themselves as least adjusted, and the others rated adjustment at an intermediate value when measured by both the KMP Scale and the Six Personalized Items Scale; (4) The mortality rate between face-to-face or telephone therapy was about the same. Six face-to-face clients never appeared after the intake interview and assignment, and seven telephone clients did not call in after they were assigned telephone therapy; (5) Counselor opinions toward telephone therapy showed no improvement from pre-test to post-test. When counselors rank ordered telephone therapy, it was rated on the post-test as slightly up in the order of preferred treatment mode. The frequency that counselors actually used telephone therapy in practice changed insignificantly. Discussion of the findings was examined and implications for further research discussed.

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